Building a Coalition: From the Ground Up

Participant Materials – 2003

TABLE OF CONTENTS

Introduction

**Building a Coalition:
From the Ground Up**

CSAP Center for
Substance Abuse
Prevention

CENTRAL CAPT
APPLYING PREVENTION that WORKS!

1

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Today's Agenda

- Set the stage
- Define what a coalition is
- Explore lifecycle concept
- Discuss how to evaluate a coalition
- Troubleshoot/coalition assessment
- Review useful tools

2

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**Center for the Application of Prevention
Technologies**

CSAP Center for
Substance Abuse
Prevention

CENTRAL CAPT
APPLYING PREVENTION that WORKS!

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Substance Abuse and Mental Health Services Administration
Center for Substance Abuse Prevention
www.samhsa.gov
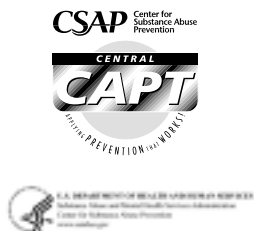
763-427-5310 or 1-800-782-1878 3

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Regional Map

4

Central CAPT Region

Central CAPT Region

5

What is a Coalition?

Small group activity

- What is a coalition?
- What is the difference between a coalition for collaboration or policy change?
- Is a coalition an organization or a strategy?

6

Module 1

Big Picture Questions

- Why are you doing this?
- What is your vision for your community?
- What are you trying to accomplish or change?
- State the big picture in a single sentence... "We are going to __ by __."

7

Ask More Specific Questions

- What are your assumptions about how to achieve your vision?
- What are your funder's underlying assumptions about how you should operate?
- What is the history of work being done in this area?
- What does the scientific research say about your assumptions?

8

What is the Best Way to Accomplish Your Goal?

What Model Should We Use?

- Form an organization?
- Get an existing organization to do it?
- Build and form partnerships?
- Start a task force?
- Form a coalition?

9

Characteristics of Collaborative Organizations

Coalition is a union of people and organizations working to influence outcomes on a specific problem. Coalitions are useful for accomplishing goals that reach beyond the capacity of any individual member organization.

10

Characteristics of Collaborative Organizations

Advisory committees respond to organizations or programs by providing suggestions and technical assistance.

11

Characteristics of Collaborative Organizations

Networks are loose-knit groups formed for the purpose of resource and information sharing.

12

Characteristics of Collaborative Organizations

Task forces work together to accomplish a specific series of activities at the request of an overseeing body.

13

There Are Other Types of Collaborative Organizations

- Commissions
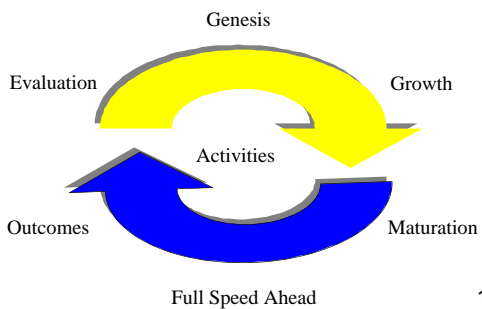- Consortia
- Alliances

14

Form a coalition?

- Do we need a coalition?
- Do we want a coalition?
- Are we already a coalition?
- Is a coalition the best way to accomplish our mission?
- Do our funders say we <u>must</u> have a coalition?

15

Module 2

Do We Want to Form a Coalition?
If the answer is yes = Genesis

Genesis

Evaluation   Growth

Activities

Outcomes   Maturation

Full Speed Ahead   16

_____

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Coalition Leadership

- Who should lead the coalitions?
- Who is the best convener?
- Are staff the right leaders?
- Should leadership come from within the coalition?

17

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Questions to Ask

- Do we want to invite everyone to the table, then achieve consensus?
- Do we want to get our goal, then recruit people who believe in our goal?

18

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Which Side of the Problem?

Supply
- Access
- Availability
- Providers

Demand
- Use
- Norms
- Individual decisions
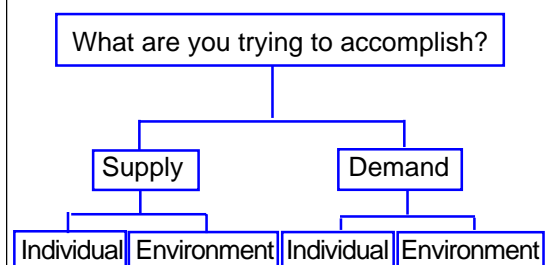
19

What Type of Approach?

Individual
- Change individual behavior
- Programs focus on individual decision making changes

Environmental
- Change community environment
- Programs focus on community level changes

20

Form a Coalition Logic Model

What are you trying to accomplish?

Supply

Demand

Individual | Environment | Individual | Environment

21

Coalition Strategies

Individual | Environmental
- Knowledge
- Attitudes
- Behaviors
- Skills
- Resources

- Policy level changes
- Social norms changes
- Enforcement efforts
- Technology changes

22

Continue with your Logic Model

```
                    Why
                    What
          Supply            Demand
        Individual         Environment
    Education    Skills    Policy    Enforcement
Curriculum  Health Care  Resources  Training  Advocacy  Awareness  Commercial  Social
            Counseling
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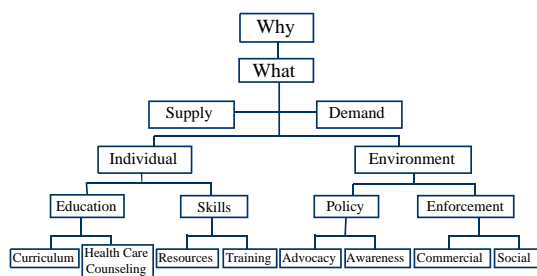
23

Form a Coalition Logic Model - Activity

```
        What are you trying to accomplish?

           Supply              Demand

    Individual  Environment  Individual  Environment
```
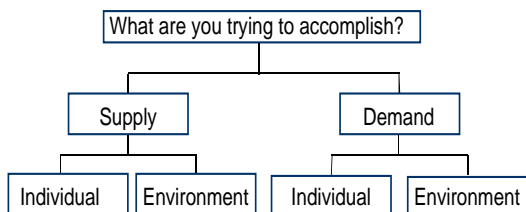
24

Managing Complex Change

Vision	→	Skills	→	Incentives	→	Resources	→	Action Plan	→	Change
		Skills	→	Incentives	→	Resources	→	Action Plan	→	Confusion
Vision	→		→	Incentives	→	Resources	→	Action Plan	→	Anxiety
Vision	→	Skills	→		→	Resources	→	Action Plan	→	Gradual Change
Vision	→	Skills	→	Incentives	→		→	Action Plan	→	Frustration
Vision	→	Skills	→	Incentives	→	Resources	→		→	False Starts

25

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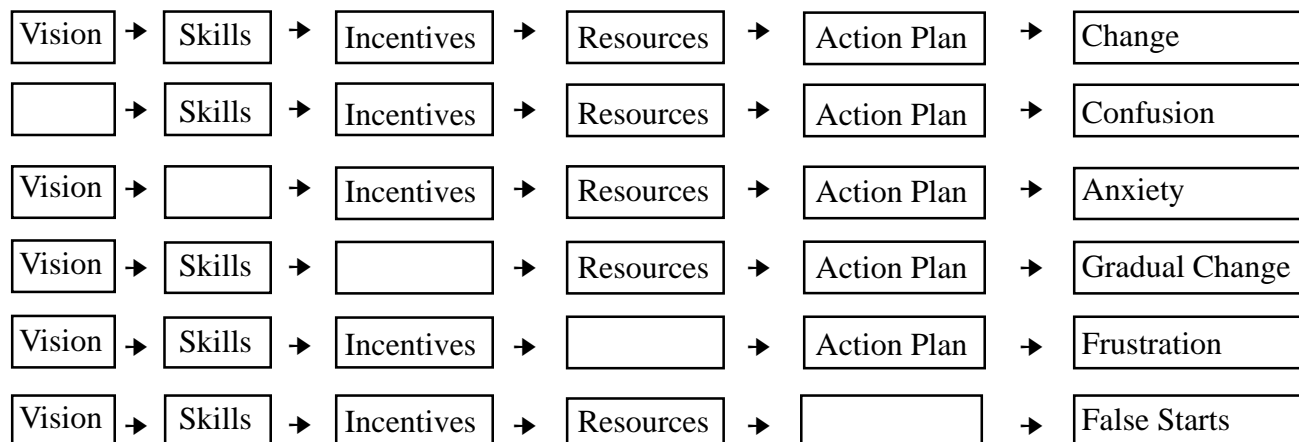
Module 3

Growth

- Develop your mission
- Clearly state your purpose!!!
- Who do you want in your coalition?
- What is the structure/decision making process for the coalition?
- Who has the power to give you what you need - External & Internal?
- Conducting self-interest assessments
- One-on-one meetings
- Ask!

26

Participating Agreement

STOP GUN INJURIES&DEATH

Since its inception in September 1996, the Stop Gun Injuries and Death Project, administered by the Minnesota Institute of Public Health, has formed a network of several hundred individuals and organizations who are interested in reducing gun injuries and death in Minnesota. Now is the time to formally organize ourselves as a Coalition to share information, resources, and have a unified voice.

The mission of the Stop Gun Injuries and Death Coalition is to:

➤ View firearm injuries and death as a public health problem;

➤ Build upon "grass-roots" efforts across Minnesota; and

➤ Create informed and data-driven public policy dealing with gun violence.

The Stop Gun Injuries and Death Coalition's legislative priorities are to:

➤ Fund research and education regarding violence prevention, with an emphasis on suicide.

➤ Develop information sharing capacity among law enforcement agencies and other appropriate agencies to ensure timely access to all information needed to enforce current firearm laws; and

➤ Mandate firearm safety education and training for all individuals who handle firearms.

These legislative priorities will be achieved by:

➤ Building a broad constituency to advance the Coalition's priorities;

➤ Providing a public identity to the statewide Stop Gun Injuries and Death Coalition;

➤ Providing objective, reliable information to policymakers; and

➤ Educing policymakers about our priority areas.

Expectations of Participating Organizations and Individuals:

➤ Support the mission of the Stop Gun Injuries and Death Coalition;

➤ Communicate with other Coalition members, organizations, and their policymakers; and

➤ Respect people's varying opinions regarding firearm ownership.

Participating Agreement Form

STOP GUN
INJURIES&DEATH

Please return this completed form to Stop Gun Injuries and Death Coalition, 2829 Verndale Avenue, Anoka, MN 55303 or fax to 612-427-7841. Keep the Participating Agreement for your records.

❏ **Organization**   ❏ **Individual**

Primary contact name:

Organization:

Address:

City: **State:**   **Zip Code:**

Phone:

Fax:

Email address:

Description of organization:

We agree to work together to achieve the mission of the Stop Gun Injuries and Death Coalition.

Signature   _date_

Participating Agreement

STAR OF THE NORTH

MINNESOTA
PREVENTION COALITION

The mission of the Minnesota Star of the North Prevention Coalition is: **Working together to prevent problems related to alcohol, tobacco and other drug use.** This will be accomplished by:

★ Promoting healthy community attitudes and behaviors about alcohol, tobacco and other drug use.

★ Valuing and respecting input from people who represent diverse perspectives.

★ Involving people who represent perspectives that reflect a variety of ages, cultures, ethnicity, sexual orientation, economic status, health status, occupations, religious/spiritual beliefs and traditions.

★ Building an inclusive network of statewide organizations, community-based partnerships, and people committed to promoting healthy communities.

★ Supporting community-based efforts to prevent violence as well as other public health problems related to alcohol, tobacco and other drug use.

★ Increasing communication among and between those working toward our common goals.

★ Promoting effective and culturally appropriate prevention strategies.

★ Influencing policies that will reduce alcohol, tobacco and other drug use problems.

★ Identifying resources to assist communities in achieving our common goals.

★ Assuring that our Steering Committee, staff and services reflect the diversity of our population.

Associates (individuals, agencies, organizations, coalitions, community-based partnerships)

Associates will:
- be part of a unified voice for prevention in Minnesota
- be involved in a networking opportunity to interact with others involved in prevention efforts
- share ideas, tools and materials using the Internet and other forms of communication
- share strategies to improve or create policy
- be invited to local, state and regional trainings
- have the opportunity to serve on the Coalition Steering Committee and/or workgroups
- have access to the Minnesota Star of the North information database

Participating Coalitions (coalitions and community-based partnerships)

Participating Coalitions will receive all the benefits of Associates plus:
- priority to attend trainings
- access to technical assistance that is consistent with grant objectives

Participating Coalitions will be eligible to apply for customized assistance including:
- communication technology support
- alcohol, tobacco and other drug policy development assistance
- evaluation design and planning
- prevention programming and planning
- coalition building and maintenance

Expectations of Participating Coalitions:
- contribute information to the database
- communicate with other Minnesota Star of the North Prevention Coalition associates and participating coalitions
- respond to requests from other Minnesota Star of the North Prevention Coalition members and staff

Expectations of all members:
- support the mission of the Minnesota Star of the North Prevention Coalition

Participating Agreement Form

Please detach and return both sides of the completed form to Jean Funk, Project Director, Minnesota Star of the North Prevention Coalition, 2829 Verndale Avenue, Anoka, MN 55303 or fax to (612) 427-7841.
Keep the Participating Agreement for your records.

Name of Coalition/Organization/Individual:

Contact #1:   ❒ Staff   ❒ Volunteer   ❒ Other:

Address:

City: **State:**   **Zip Code:**

Phone: **Fax:**   **email:**

County (s) Served:

Contact #2:   ❒ Staff   ❒ Volunteer   ❒ Other:

Address:

City: **State:**   **Zip Code:**

Phone: **Fax:**   **email:**

Description of Coalition/Organization/Individual:

Please choose your membership status:

❏ **Participating Coalition**
❏ **Associate**

Participating Agreement Form (continued)

In order to make our records as accurate and informative as possible we would like to gather some information about the nature of your organization's work. We will be using this information to help people search our on-line database of Star of the North Coalitions. Please answer the following questions and *check all that apply.*
Thank you for your input!

1. **What is the primary focus of your work?**
   - ❏ Alcohol
   - ❏ Health promotion
   - ❏ Marijuana and other drugs
   - ❏ Prevention
   - ❏ Tobacco
   - ❏ Violence
   - ❏ Youth development

2. **What is your target audience based on?**
   - ❏ **Age**
     - ❏ Pre-school
     - ❏ Ages 6 - 12
     - ❏ Ages 13 - 18
     - ❏ Ages 19 - 24
     - ❏ Ages 25 - 59
     - ❏ Older person 60+
   - ❏ **Community Sector**
     - ❏ Community wide
     - ❏ Criminal justice
     - ❏ Faith community
     - ❏ Parents/Families
     - ❏ School-based
     - ❏ Workplace
   - ❏ **Location**
     - ❏ Rural
     - ❏ Urban
     - ❏ Suburban
   - ❏ **Ethnicity/Culture**

3. **What strategies do you employ in doing your work?**
   - ❏ Information dissemination (media campaigns, pamphlets)
   - ❏ Education (training, lectures, discussion groups)
   - ❏ Alternatives (after-school activities, alcohol-free events)
   - ❏ Problem identification and referral
   - ❏ Community-based process (coalition building)
   - ❏ Environmental (policy development/implementation, ordinance change)

We agree to work together to achieve the mission of the Minnesota Star of the North Prevention Coalition.

_____

S i g n a t u r e   *D a t e*

Health Care Coalition on Violence Decision Making Process

Health Care
Coalition on
Violence
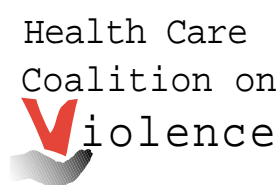
The purpose of this document is to clarify the decision making process of the Healthcare Coalition on Violence. It should be considered a living document that the Board will examine periodically and adjust to meet the emerging needs, priorities, and activities of the Coalition.

1) The Board will seek consensus when making decisions. Majority vote will be used only when consensus cannot be reached.

2) Committees will be asked to develop recommendations and plans which may or may not result from consensus. Because the committees are comprised of experts, the Board expects to hear full reports from committees including areas of conflict and differences of expert opinion.

The matrix below outlines the types of decisions to be made by the various segments of the Coalition.

TYPES OF DECISIONS MAKE BY VARIOUS SEGMENTS			
	GOVERNOR'S TASK FORCE	**COALITION BOARD**	**COALITION COMMITTEES**	**STAFF**
POLICIES	Oversight of coalition activities	Establishment of policies		
PRIORITIES	Endorsement of priorities	Establishment of priorities	Accomplishment of committee objectives including product development	Management of daily activities: communication, corporate & fiscal management, public relations, etc.
WORKPLANS	Endorsement of workplans	Approval of committee and staff workplans	Creation and implementation of workplans	Staff support to Governor's Task Force, Board and committees
ENDORSEMENTS		Approval of endorsements of legislation, proposals, etc.	Development of recommendations for Board approval and action	Promotion of participation in Coalition from all segments of the health care community
FISCAL STABILITY		Securing of necessary funding Develop coalition budget		Support the development of a budget

Minnesota Star of the North Prevention Coalition Roles and Responsibilities

Steering Committee:

The role of the Star of the North Steering Committee is to establish, and continually clarify the Coalition's vision, mission, priorities, internal policies and plans.

The Steering Committee will work through its workgroups to ensure that the Coalition adheres to its mission statement, implements programming consistent with grant objectives and the strategic plan, and manages grant funds wisely. This will include providing input into the development of the strategic plan and budget approval.

The Steering Committee members will work to maintain communication among and between Coalition participants.

The Steering Committee will support central office and regional staff in their efforts to implement the Coalition activities.

The Steering Committee will ensure that Coalition decisions and efforts are consistent with regional needs and reflect the experiences of previous collaborative efforts in prevention.

Regional site management

Regional site management will be responsible for meeting the requirements of their contracts with the Minnesota Institute of Public Health (MIPH) to provide regional services for the Coalition.

Regional Site Management will supervise Regional Prevention Specialists.

Regional Site Management will coordinate regional needs assessments and training plans.

Regional Site Management will provide input to Steering Committee and MIPH regarding regional needs, issues and resources.

Minnesota Institute of Public Health (MIPH)

The MIPH will work to ensure well managed and coordinated delivery of all Coalition services and resources.

The MIPH will be responsible for grant oversight and contract management, including budget preparation and management, central staff supervision, and all communications with CSAP.

In addition, MIPH will be responsible for ensuring that Coalition activities meet legal, financial, and ethical standards of CSAP, MIPH, and contractual obligations.

— LETTER OF AGREEMENT —
Between the Selected Governing Board of the Robert Wood Johnson
Underage Drinking Prevention Project (hereinafter the Governing Board) and
the Minnesota Institute of Public Health (hereinafter MIPH)

This agreement, made this 4th day of November, 1996 by and between MIPH and
_____, who has agreed to serve on The Policy Governing Board.

WHEREAS, The Policy Governing Board and MIPH are both committed to the proper use of policy to safeguard adolescents and the community from underage drinking;

WHEREAS, the parties hereto desire to enter into a functional working relationship; and,

WHEREAS, the parties hereto have agreed to various matters concerning the organization and operation of such a working relationship, and wish a written memorandum of their agreement,

WHEREAS, all parties to this Agreement recognize the distinct characteristic of this innovative community project needs an activist working Board that explores the limits and possibilities of policy and media advocacy within the confines of 501.c.3 restrictions as well as state and federal law.

NOW, THEREFORE in consideration of mutual covenants and promises herein set forth, the parties hereby agree as follows:

I.   TERM OF AGREEMENT

        The term of this agreement is _____ through _____, (4 years), subject to renewal by subsequent written agreement of the parties. It is also contingent upon a successfully ex-ecuted and signed contract between the Minnesota Institute of Public Health and the Robert Wood Johnson Foundation for the Underage Drinking Prevention Project.

II.   RESPECTIVE DUTIES

        MIPH and the Governing Board will retain equal voice in directing project activities.

        MIPH will:

        1)   Assume contractual responsibility to Robert Wood Johnson Foundation for the successful completion and implementation of the work plan under the timeline and budget developed in conjunction with the Governing Board.

        2)   House and provide general office support and administrative guidance for project staff, and provide meeting support and reimbursement support congruent with State of Minnesota Professional Advisory Board Guidelines for policy governing board

3)   Support the governing board through information distribution and meeting coordination to allow the optimal opportunity to provide policy direction within the parameters of the MIPH mission statement and 501.c.3 nonprofit status requirements regarding alcohol and other substance abuse prevention strategies.

4)   Support will include travel costs and meeting per diem at a rate authorized by the Minnesota Department of Administration, and project budget parameters.

For its part, the Governing Board will:

1)   Assume responsibility for providing program direction on policy issues as they relate within the scope of the Underage Drinking Project per the Robert Wood Johnson Foundation grant.

2)   Develop the project work plan and budget in conjunction with MIPH.

3)   Participate equally with MIPH in determining subcontracting agents and their respective responsibilities as needed.

3)   Participate equally with MIPH in the project personnel selection process.

5)   Work cooperatively with MIPH management and project staff to provide direction for the project.

6)   Agree to make best efforts to meet on a bi-monthly basis and provide policy and program direction for the project efforts.

In the event MIPH or the Governing Board decides to withdraw from this agreement, it shall be done by the initiating party using formal written notice with 30 days' advance, including concurrent written notification to Robert Wood Johnson Foundation.

This agreement supersedes all other discussions or communications regarding the project and The Policy Governing Board.

Signed:

_____   _____
Officer   Representative Appointed to the Policy
Minnesota Institute of Public Health   Governing Board

_____   _____
Date   Date

Role Expectations
ACTIVITY

What often happens when there is a lack of continuity on a coalition or a board or an advisory group is that the role expectations are not clear.

The symptom of that is when, for example, an ex-officio officer of a Board of Directors appears to be doing a good job, meeting objectives, administering the budget, etc., but there is an unspoken under current of discontent. No one specifically has registered a direct complaint, but each time the group meets or during its correspondence there is a "feel" that something just isn't right. That "feel" is a lack of clarity on the role expectations for individuals and the group as a whole.

One of the best exercises/activities to clarify role expectations is the process that follows. This was used heavily by the Archdiocesan school system of the City of Chicago, related to its school principals and Board of Directors. Later, it was used in community coalitions, advisory committees and other settings.

The process goes like this:

The group — say the Board — is gathered in the room with an easel pad or greaseboard. There is one simple question addressed in a brainstorm style. The question is this: In terms of role expectations, what should the Executive Director do?

The Board members are present and the Executive Director of the Board is present as well. The rule is that one person will write and make a brainstorm list. All will be invited to speak except the Executive Director. He/she has to remain quiet, for now. The list can be built by one person writing and all others throwing brainstorm phrases to the recorder. The list will include something like:

- "plan and administer the budget"
- "prepare materials for meetings"
- "involve the Board in an evaluation process of Board activity"
- "supervise staff"
- "coordinate fundraising efforts"

Then, after 20 minutes or so, the list may be completed in brainstorm fashion.

Now, it is the Executive Director's turn.

The Executive Director now can go to the brainstormed Board list of items responding to what should the Executive Director do.

Now, the rules change. Only the Executive Director can speak; all others must stay quiet. He or she should take a different color marker and circle all items from the existing list with which he or she agrees completely that is something that he or she should be expected to do. Prepare and administer budgets, supervise staff, report regularly to the Board of Directors, etc. — these are all functions that are easily agreeable. Other things on the list may represent unspoken expectations that to this point

have not surfaced. For example, an item on the list could be "pick up all litter and trash around the perimeter of the building so that it looks presentable and clean each day." The Director might say, "This is not my job, and it's a misuse of my time to be doing that." Or, he or she could say, "I agree with this item only in part. I think it's my responsibility to make sure that there is a professional, clean and presentable look to the building. I should supervise maintenance staff and other auxiliary staff who normally have litter pick up and grounds maintenance as part of their duties. But do not expect me to spend my time and your money tending to this specifically."

The Executive Director can continue through the list and putting a check mark by those items on the list with which he/she agrees with but only in part.

Next, he or she should draw a line through those items with which he or she completely disagrees in terms of what is expected of him/her. For example, "be present at his/her desk during all normal business hours" may have been listed by a Board member who was communicating a real frustration that the Director is unavailable. The Director may draw a line through that or put a check mark by it and say, "While I'm working as the Executive Director, there are certainly many tasks and responsibilities such as returning phone calls and doing appropriate paperwork that will require me to be at my desk during working hours. However, I need to supervise staff, be present to volunteers, participate in fundraisers and development activities, network with other parts of the community as per your requirements of me, and that will require me to be outside of the office on occasion. During that time, a mechanism is left in place (voicemail or secretary) for you to leave a message which I will generally return before the end of the day, or within 24 hours. You do not need an absentee Executive Director, but when I am fulfilling my duties and responsibilities, I need to be out there among my staff and volunteers, among the community. I need you to be aware of that, and I need you to support me in that effort to succeed on your behalf."

That's the type of negotiation that would take place on each item, ending with a general consensus.

The final step is the Executive Director can add things that nobody mentioned that he/she sees as part of his/her duties, in his/her perception. That can be added to the list.

_____

The net result of this marvelous activity is that it tends to mitigate and sometimes even eliminate unspoken expectations and undercurrent of discontent. It also allows the Board to be more supportive to the Executive Director, and the Executive Director to be more completely accountable and clear with the Board.

Clearly stated and communicated role expectations are the precursor of job descriptions and position accountability summaries. They simply allow relationships to flourish and to succeed.

Gerald F. John

8 **Ways to Engage the Health Care Community**

- Invite them
- Allow them to define their role
- Describe impact on patient's health
- Conduct a screening and referral
- Utilize public relations
- Assist with policy/legislative affairs
- Utilize data
- Move up stream   27

Module 4

Maturation

- Building relationships
- Developing leaders
- Conducting trainings
- Establishing "buy in" / Building consensus
- Planning interventions
- Developing your message

28

What Makes a Meeting Succeed?

Bad	**Success**
• Late start/late end	• Start and end on time
• Unclear agenda	• Clear agenda distributed in advance
• Poor handling of new members	• Inform new members of what to expect, make introductions
• Bad attitudes	• Expectations

29

What Makes a Meeting Succeed?

Bad	**Success**
• Uncomfortable environment	• Good room set up
• Not accessible location	• Make it easy for participants to attend
• One-way communication	• All opinions shared
• All discussion-no decisions	• Good facilitator
• No minutes	• Good/timely communication
• No refreshments	• Refreshments!

30

Minnesota Join Together Meeting Agenda

Objectives:	Committee:
1.	Date:
2.	Time:
3.	
4.	Notes taken by:
5.	Location:

Agenda Items:	Attendees:

What is to be done:	By Whom:	By When:

Next Meeting:

Minute Taking Form

_____ **Committee**

Date:

Chair:

Members Present:

Scribe:

Topic	Discussion	Action Taken

Develop a Communications Plan

This is a useful planning process once everyone has agreed on the mission, goals and objectives of the Coalition. It is very helpful in setting priorities and guiding the workplan of the Coalition and can help you successfully accomplish your mission.

Planning steps:

1. Conduct a situational analysis – internal and external – within which your organization is working. Be sure you understand the issues and players involved.
2. State your organizational goals – mission statement
3. State each goal's program objectives
4. Set communication objectives for each program objective
5. Identify and prioritize your target audiences.
6. Develop a targeted message for each communications objective and each audience.
7. Set strategies for each audience and message as well as specific vehicles that will be needed to implement those strategies
8. A timeline/task list for each vehicle with individuals responsible for each task and strategy
9. An estimated budget and where the funds will come from for each task.
10. A calendar of organizational activities to help manage the plan.

Example 1: (Identifying target audiences and strategies)

Organization: Minnesota Join Together Coalition
Mission: To change statewide public policy to reduce access to alcohol.

Program Objective #1:   Change state law to mandate compliance checks on all alcohol license holders.

Communications Objective#1:   Persuade 50% + 1 legislators to support policy
   Target Audience #1:   State Legislators
      Strategy #1:   Set up individual meetings in January
      Strategy #2:   Invite them to our policy conference on December 5th
      Strategy #3:   Attend and testify at committee hearings.
Communications Objective#2:   Expand the base and strength of the Coalition.
   Target Audience #2:   Other individuals and organizations to join the Coalition
      Strategy #1:   Invite key organizations to dinner on December 4th
      Strategy #2:   Invite them to our policy conference on December 5th
      Strategy #3:   Send December newsletter to all potentials
Communications Objective#3:   Conduct media advocacy to build public support
   Target Audience #3:   Mass Media-reporters, editorial boards
      Strategy #1:   Letters to the editors campaign in December & January
      Strategy #2:   Press release/media event at policy conference on 12/5
      Strategy #3:   Schedule meeting with editorial boards

Communications Objective#4:   Involve youth in Coalition Activities
      Target Audience #4:   Youth interested in participating in our events
            Strategy #1:   Invite to training on November 14
            Strategy #2:   Invite them to our policy conference on December 5th
            Strategy #3:   Capitol event and rally on 1/24

Each one of these audiences will require a targeted message be developed as well as communications vehicles that can deliver the message as part of each strategy.

Example 2: (Specific Strategy)

Organization:	Minnesota Join Together Coalition
Mission:	To change statewide public policy to reduce access to alcohol
Program Objective #1:	Change state law to mandate compliance checks on all alcohol license holders
Communications Objective#1:	Persuade 50% + 1 legislators to support policy
Target Audience #1:	State Legislators
Target Message #1:	Compliance checks work. They are an effective way to reduce illegal sales of alcohol to youth. We need a state mandate.
Strategy #1:	Set up individual meetings with key legislators to persuade them to support this policy objective by the end of January.
Vehicles:	Calendar for setting appointments, fact sheets and other information to leave with them, outline of presentation-talking points for person meeting with legislator, e-mail network to communicate, thank-you letters and follow-up materials.
Timeline:	Set appointments for the month of January.
Task list:	Jeff to assemble materials and write talking points by mid-December, Rachel to contact legislators to set appointments now through January 15th, Jaime to e-mail date/time/location to volunteers each Monday in January, Rachel to coordinate volunteer attendance. Jeff to debrief after each visit and assemble follow-up materials, Rachel to mail them within one week of visit.
Budget:	Lobbying expenditures from AAT $250, materials from MJT $250, staff-time 10 hours/wk through MIPH.

This is just one example. You may have more than one program objective. Each program objective may have multiple communications objectives which will have multiple target audiences and potentially different messages as well as multiple strategies and vehicles. Many of these will overlap. The point is to coordinate all your communications strategies and set realistic priorities of what you can accomplish. You can use this communications plan as a tool as you plan activities throughout the various stages of the lifecycle of your coalition.

Personal-Best Leadership Experience

Instructions: **With leadership, as with many things in life, experience is the best teacher. Most leaders learn what to do by trying it themselves or by watching others. The problem is that not all of what is done or observed is appropriate. So it's important for you to base your leadership practices on the best of what you do or see—those times when you've done your best as a leader or when you've observed others at their personal best. Such examples provide role models for effective leadership.**

Take about ten minutes to write some notes about your personal best as a leader:

1. Recall a time when, in your opinion, you did your very best as a leader of other people. Your leadership experience can be with your present organization or a previous one. It can be in the public or private sector, as an appointed, selected, or "emerged" leader; for pay or volunteer. Write a very brief identifying description of that experience below (e.g., "Implementing the start-up of the Canadian branch" or, "Leading the task force on solid-waste disposal").

2. Think about the choice you just made and use the space provided to summarize *five* to *seven things you did as a leader.* (Consider how you led, what actions you took, and what caused this leadership experience to be your personal best.)

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

5 **Practices of Exemplary Leadership**

- Challenging the process
- Inspiring a shared vision
- Enabling others to act
- Modeling the way
- Encouraging the heart

31

Challenging the Process

- Seeks challenging opportunities
- Looks outside organization to ways to improve
- Takes initiative to overcome obstacles
- Experiments and takes risks
- Asks "what can we learn?"

32

Inspiring a Shared Vision

- Speaks with conviction about meaning of work
- Describes compelling image of future
- Appeals to others to share dream of future
- Is enthusiastic and positive about future

33

Enabling Others to Act

- Treats people with dignity and respect
- Lets people choose how to do their work
- Ensures that people grow in their jobs
- Listens to diverse points of view
- Supports other people's decisions
- Develops cooperative relationships

34

Modeling the Way

- Follows through on promises and commitments
- Ensures that goals, plans, milestones are set
- Makes progress toward goals one step at a time
- Clarifies his/her philosophy of leadership
- Ensures that people adhere to agreed-on standards

35

Encouraging the Heart

- Praises people for a job well done
- Creatively rewards people for their contributions
- Recognizes people for commitment to shared values
- Finds ways to celebrate accomplishments
- Gives team members appreciation and support
- Expresses confidence in people's abilities

36

Module 5

Full Speed Ahead

- Moving forward with all activities
- Implementing communications plan
- Activating coalition members
- Delegating
- Coordinating activities
- Receiving benefits from relationships

37

Module 6

Outcomes

- Did you get what you wanted? Full victory? Partial victory? What did you win?
- Share and assign credit
- Ensure documentation
- Celebrate success
- Provide recognition

38

It is amazing what you can accomplish if you do not care who gets the credit.

Harry S. Truman

39

Module 7

Evaluation

The systematic collection of information about program activities, characteristics, and outcomes for use to reduce uncertainty, improve effectiveness, and make decisions.

40

Evaluation Framework

PARTNERSHIP

Characteristics | Capacity

Immediate Process & Activity Outcomes

Substance Abuse-Related Outcomes

Reduced Substance Abuse Behavior

Community Actions & Prevention Activities

Community Outcomes

Contextual Environment

41

Evaluation Framework

Goals

↑

Intermediate Outcomes

↑

Immediate Outcomes

↑

Activities

42

Sample Evaluation Framework

Goal: Reduce youth tobacco use by 10%

Supply - reduce youth access

Reduce youth's desire to use tobacco

Education - reduce the number of retailers who sell tobacco to minors

Policy - increase enforcement and administrative penalties

Education - reduce youth's desire to use tobacco

Policy - reduce advertisements to youth

Education about laws

Increase License fee

Peer education

Sports Advertising Placement

Tobacco placement in stores

Classroom education

Reduce Magazine Ads

Increase carding

Increase Compliance checking

43

Evaluation Strategies Are Used For:

- Planning programs
- Monitoring implementation for programs
- Improving programs
- Advancing knowledge

44

Evaluation

- What questions do you want to answer?
- What lessons did we learn?
- How did our partnerships work?
- What adjustments are needed?
- Are we following our goals and mission?
- What worked? What didn't?
- Should we keep doing this? Is it needed?

45

Framework for Coalition Evaluations

- Engage stakeholders
- Describe the program
- Focus the evaluation design
- Gather credible evidence
- Justify conclusions
- Ensure use of findings and share lessons learned

46

Choosing Appropriate Methods

- What is the purpose of the evaluation?
- Who is the information for?
- Who will use the findings?
- What kinds of information are needed?
- What resources are available?

47

Evaluation action plan

Questions	Information Required	Source of Information	Methods of Data Collection	Analysis	Interpretation & Dissemination of Results

48

Evaluation action plan
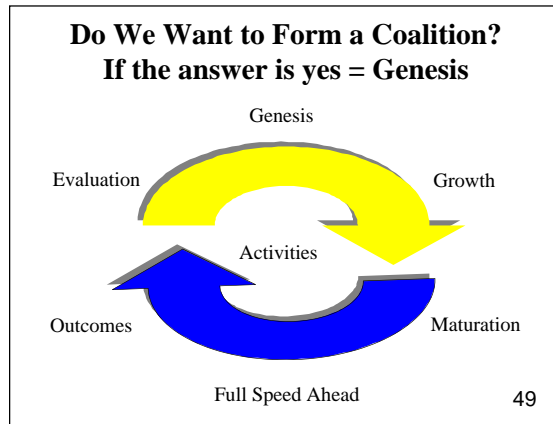
Questions	Information Required	Source of Information	Methods of Data Collection	Analysis	Interpretation & Dissemination of Results

Do We Want to Form a Coalition?
If the answer is yes = Genesis

Genesis

Evaluation   Growth

Activities

Outcomes   Maturation

Full Speed Ahead   49

Module 8

Elements of Successful Coalitions

- Mission statement that is shared
- Understanding your community
- Clear strategic plan
- Organizational structure
- Diversified and relevant funding
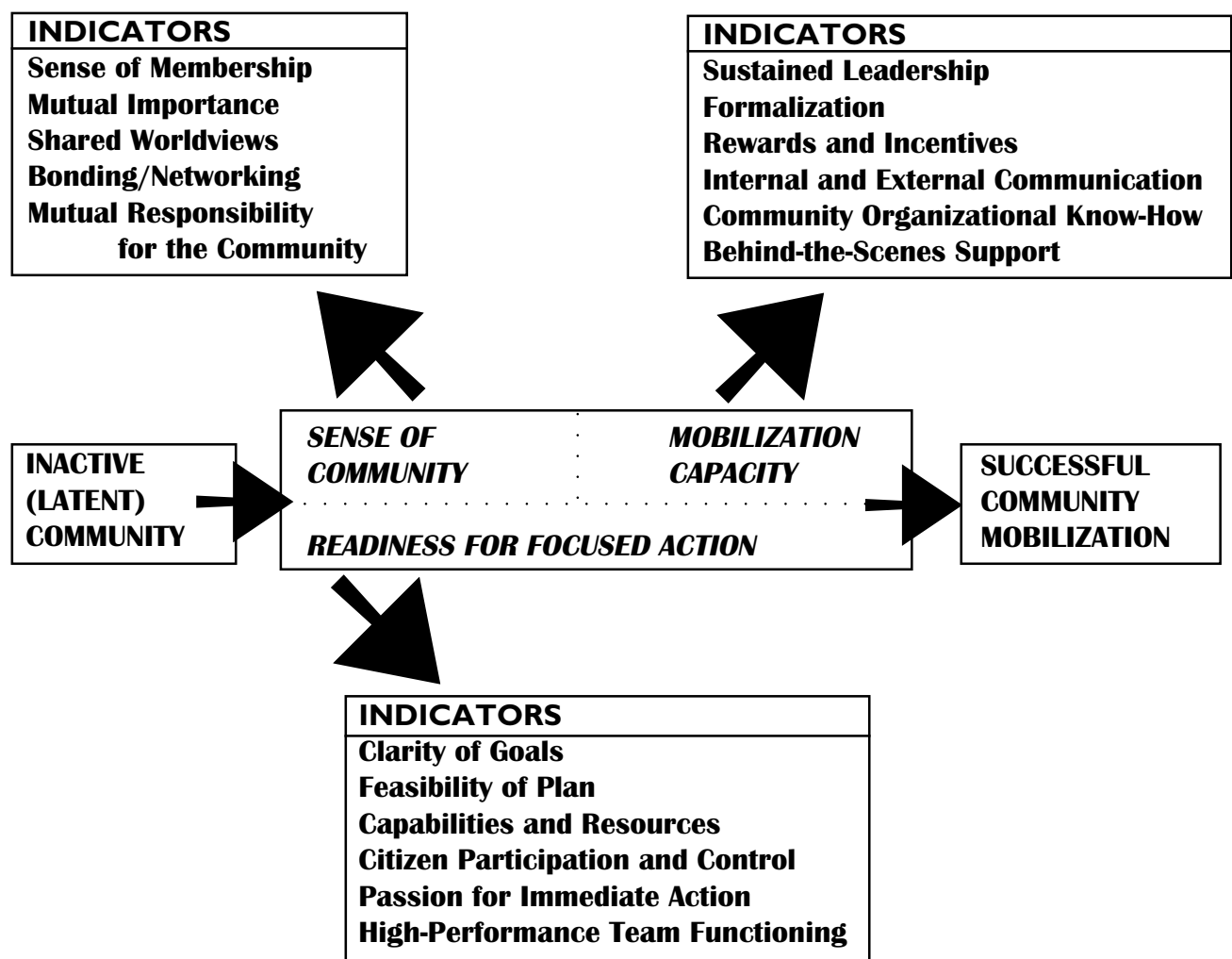- Strong leadership
- Contributions by volunteers

50

Elements of Successful Coalitions

- Representative membership
- Access to community leaders or decision-makers
- Meet the needs of the members
- Commitment and energy
- Willingness to change to achieve results
- Make it easy for members to attend meetings and help

51

Indicators Associated With Effective Community Mobilization for Action

INDICATORS
Sense of Membership
Mutual Importance
Shared Worldviews
Bonding/Networking
Mutual Responsibility
**   for the Community**

INDICATORS
Sustained Leadership
Formalization
Rewards and Incentives
Internal and External Communication
Community Organizational Know-How
Behind-the-Scenes Support

INACTIVE (LATENT) COMMUNITY → *SENSE OF COMMUNITY* · *MOBILIZATION CAPACITY* / *READINESS FOR FOCUSED ACTION* → **SUCCESSFUL COMMUNITY MOBILIZATION**

INDICATORS
Clarity of Goals
Feasibility of Plan
Capabilities and Resources
Citizen Participation and Control
Passion for Immediate Action
High-Performance Team Functioning

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Substance Abuse and Mental Health Services Administration
Center for Substance Abuse Prevention
www.samhsa.gov

Sense of Community: Two Hypothetical Cases

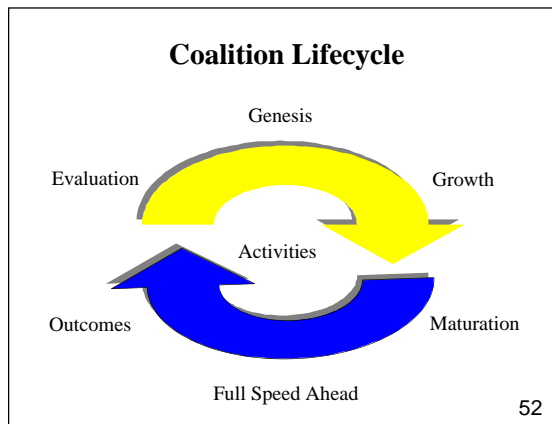| Indicator	Strong Sense of Community	Weak Sense of Community
Sense of membership	The active participants proudly display symbols of membership in the community.	The active participants do not view themselves as a community.
Mutual importance	The active participants recognize, cherish, and support the contributions of each other.	Participants are active only because one or a few powerful persons are involved.
Shared worldviews	The active participants hold common beliefs and promote shared values important to them.	The active participants hold fundamentally different beliefs and values and cannot reconcile their differences.
Bonding/networking	The active participants enjoy one another and look forward to time spent together.	The active participants have no affinity for each other, and relationships are formal or superficial.
Mutual responsibility for the community	The survival and health of the community is a primary concern of all its active participants.	One or only a few persons struggle to keep the group together.

Mobilization Capacity:
Two Hypothetical Cases

Indicator	Strong Sense of Community	Weak Sense of Community
Sustained leadership	Strong leaders have emerged to keep activities on track and motivate other community members to stay involved.	The effort is muddling along without leaders who have the qualities to provide direction and motivation.
Formalization	Clear procedures, manuals, ground rules, and role definitions exist to provide a framework for community member participation.	Community members function in an ad hoc manner, and newcomers have to define their own roles.
Rewards and incentives	Those involved feel values and appreciated and receive rewards that make them feel their efforts are worthwhile.	Participants don't feel that they receive rewards that compensate for the cost of their involvement.
Internal and external communication	Active members share experiences and information on a regular basis, and the effort is well covered by local media.	Members rarely communicate with one another outside meetings or contact the media to get coverage of their activities.
Community organizational know-how	A community member with years of successful community organizational experience is actively involved in recruitment and resource mobilization.	The active members are inexperienced at working on a community-based project.
Behind-the-scenes support	A highly effective support team functions to handle day-to-day logistics and provide technical assistance as needed.	Tasks sometimes fall between the cracks or logistics are poorly handled because there is no one specifically responsible for their functions.

Readiness for Focused Action: Two Hypothetical Cases

Indicator	Strong Sense of Community	Weak Sense of Community
Clarity of goals	The issues facing the community are clear, and consensus exists on the types of responses needed.	There is concern but no consensus regarding the direction for responding.
Feasibility of plan	A practical and flexible action plan is being implemented and updated based on accurate feedback.	The group is muddling through with quick fixes and unrealizable schemes.
Capabilities and resources	The members collectively possess or have access to all needed talents, skills, and resources.	The members have no access to -or are not aware of - the talents, skills, and resources that are needed to mobilize.
Citizen participation and control	The initiative is made up of, and controlled by, members of the targeted community and includes active participation of those most affected by the proposed changes.	There is minimal representation by persons who will be affected by the initiative.
Passion for immediate action	The members are committed to making some positive, goal-directed and well-conceived change happen in the community as quickly as possible.	The members like to talk, argue, and push their views but are not committed to making some positive change in the community.
High-performance team functioning	The members can function as a high-performance team to get the job done.	The members have a hard time coordinating action and working together.

Module 9

Coalition Lifecycle

Genesis

Evaluation

Growth

Activities

Outcomes

Maturation

Full Speed Ahead

52

Activity Planning Exercise
Top Ten To-Do

Now that you've had an opportunity to think more strategically about your coalition and its lifecycle, think about what you have to do next to keep your efforts moving forward. Do you need to go back and get some things in order? Are you ready to move full speed ahead? Do you need a communications or an evaluation plan? Are there any obstacles jeopardizing your progress? Any opportunities to jump on? What are your priorities?

Put together a "top ten to-do list" using the lifecycle categories below. You can put the tasks all in one area or spread them out; whatever you think is best and most important.

Mission: (Re-state your mission "what by when")

1. Growth Stage

- Who do you want in your coalition?
- Who don't you want in your coalition?
- What is the decision making process?
- Who has the power to give you what you need
- Conducting self-interest assessments
- One-on-one meetings

TO DO: Target date:

2. Maturation Stage

- Building relationships
- Developing leaders
- Conducting training
- Establishing "buy in" / building consensus
- Planning
- Message development
- Communications targeting

TO DO: Target date:

3. Full Speed Ahead Stage

- Moving forward with all activities
- Implementing communications plan
- Activating coalition members
- Lots of delegating
- Coordinating activities
- Contacts & relationships paying off
- Not a lot of time spent on other areas

TO DO: Target date:

4.   Outcomes

- Did you get what you wanted? Full victory? Partial victory? What did you win?
- Share and assign credit
- Documentation
- Celebrate success
- Thank-you's
- Get some sleep!

TO DO: Target date:

5.   Evaluation

- Reflect - What worked? What didn't?
- Lessons learned
- Assessment of partnerships
- What adjustments are needed?
- Reaffirm goals and mission
- Should we keep doing this? Is it needed?

TO DO: Target date: